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**THE IMPACT OF LRD (LISTEN READ DISCUSS) STRATEGY ON THE READING  
COMPREHENSION OF SECOND GRADE STUDENTS AT SMP N 2 GURAH IN  
ACADEMIC YEAR 2014/2015**

**THESIS**



**By :  
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NPM 11.1.01.08.0194**

**ENGLISH EDUCATION DEPARTMENT  
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UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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Approved by the Advisors to be proposed to  
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## THE IMPACT OF LRD (LISTEN READ DISCUSS) STRATEGY TO THE READING COMPREHENSION AT SECOND GRADE STUDENTS OF SMP NEGRI 2 GURAH IN ACADEMIC YEAR 2014/2015

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### Abstract

Reading is learning ways for students to enrich their ability and knowledge because reading is the process of deriving meaning from text. With reading the reader can get information and knowledge. Reading cannot be separated from comprehension. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge. In process comprehending text the students build their prior knowledge then they try to engage with the words that they have identified with comprehension strategy that they have. In reading activity, students usually face some problems such as can not find information in the text. So, the teacher must help the students to comprehend the text. The teacher can use a learning strategy such as Listen Read Discuss (LRD) because this strategy can help students more effective in reading process because a strategy makes the students enjoy in learning.

This research is a quantitative and use experimental design. This research was carried out in Junior High School 2 Gurah. The writer chose second grade students in B. In collecting the data, the researcher observe by using pre test, treatment and post test with multiple choice as scoring. Then data is analyzed using T-test.

The findings of this research are first the score is in creasing after students are taught using listen read discuss. Second listen read discuss has significant impact on the second grade students' reading skills of SMP N 2 Gurah academic year 2014/2015. It is proven by t-score test that is 2,244 is greater than t-table in level significant 5% (2,042).

From that findings can be concluded that listen read discuss is recommended in teaching reading to junior high school level. So, listen read discuss is suggested to use by the teacher to increase students' reading comprehension because listen read discuss gives significant impact in teaching reading.

**Keywords:** Reading, Reading comprehension, Listen Read Discuss.

## **I. BACKGROUND OF PROBLEMS**

Reading is learning ways for students to enrich their ability and knowledge because reading is the process of deriving meaning from text (King and Johnston : 2006). With reading the reader can get information and knowledge because reading has a deriving process that make the reader easy to get the writers' idea. Then, Grabe (2009:7) also delivers that reading in academic setting is divided into six major purposes, there are reading to search for information (scanning and skimming), reading for quick understanding (skimming), reading to learn, reading to integrate information, reading to evaluate, critique, and use information, and reading for general comprehension (in many cases, reading for interest or reading to entertain).

Reading cannot be separated from comprehension. It is a very complex process that teachers find difficult to teach. In Harvey "Comprehension is a process that involves thinking, teaching, past experiences, and knowledge (Prado & Plourde, 2005). They also stated that comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement" (Prado & Plourde, 2005, p. 33). In process comprehending text the students build their prior knowledge then they try to engage with the words that they have identified with comprehension strategy that they have.

In fact, there are so many students with disabilities to understand the text that may be caused by several factors such as prior knowledge, interest, vocabulary and teacher. Also students do not have strategy or reading skills to comprehend the text. For strategy in comprehending text, the teacher also takes the rule because the teacher should has ability in teaching reading.

One of effective strategy that will help the teacher make the students easy to comprehend the genre text is Listen Read Discuss (LRD) strategy. It is suitable with Manzo (1985) said that the listen-read-discuss strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. With this strategy the students will be more active because in this strategy the students build their prior knowledge before reading by themselves then this strategy also use discuss, so the students can share their idea to other friends. Manzo (1985) said that this strategy will help the teachers understand what their students understand while reading or before reading. So, the teacher can lead the students to comprehend the text easily. Then, the students can comprehend the text easily too. The students will use their prior knowledge before reading then they can discuss the text, so their confident to get the writer's idea is reached. Manzo (1985) also explained that Listen Read Discuss strategy has purpose

such as :1) It helps students comprehend material presented orally (2) It builds students' prior knowledge before they read a text. From the purpose above, it can be concluded that steps to do this strategy is easy. From all of explanation above, the teacher who teach genre text should try this strategy in order to students feel easy to get comprehension when they are reading genre. Because of that, the writer is interested in applying this strategy so the research will conduct the research entitled "The effect of LRD (Listen Read Discuss) strategy to the students' reading comprehension at second grade of SMP N 2 Gurah academic year 2014/2015".

## **II. Method**

The research design that is used in this study is quantitative. This method is usually called traditional method because it has been used for many years. According to Kothari (2004: 3), "Quantitative research is based on the measurement of quantity or amount. Technique that is used by the writer in this research is experimental research. The writer uses this technique because this research has purpose to know the effect of listen read discuss to the students' reading comprehension. In this research, the writer gives the treatment to the students by using listen read discuss strategy.

The design of this experimental research is Pre-Experimental Design especially One-

Group Pretest-Posttest Design. Based on the statement above, the writer knows that listen read discuss strategy has effect in reading comprehension. The treatment that is designed by the writer is based on the characteristics and level of grade eight students' of junior high school. In this research, the writer uses 1 class to conduct the research. The writer gives the students pre test, treatment, and post test. In pre test and post test, the students are given 20 multiple choice questions that must be answered by them. In treatment, the writer teaches the students by using listen read discuss strategy.

The sampling techniques that will be used in this research is cluster random sampling. From the statements above the writer make some cards that is given name A class until H class base on second year class. Then the writer takes one of that card. A card is taken by the writer is C class.

In this study the writer took one class that consist 36 students from the eight grade student in 8C class from the total population of eight grade consist of 288 students. In that class there are 20 girls and 18 boys.

Creswell (2003) said that researchers collect data on an instrument or test (e.g., a set of questions about attitudes toward self-esteem) or gather information on a behavioral checklist (e.g., where researchers observe a worker engaged in using a complex skill). In this research, the

researcher uses test as an instrument to know the effect of LRD strategy to students' reading comprehension in recount text.

In line, the tests are about recount text that consists of 20 questions. In scoring process, every correct answer it gives 5 point, and for wrong answer it gives 0 point. If the all answers of the test are correct it gives 100 point.

The study use statistic data analysis method because the data which is gained is scores of the test. The technique that is used for data analysis from Ary that called T-test.

### **III. Finding and Conclusion**

In this part, the writer will discuss about two elements of research results. They are the description of research finding and conclusion. Here are the finding:

#### **A. Finding**

In this session, the writer will show the data result that was taken from the student's reading result before and after giving the treatment by using lrd (listen read discuss) strategy to the student's reading comprehension that was done to the second grade students of SMPN 2 Gurah which are to be measured by T-test formula.

The students in SMPN 2 Gurah especially 8B class need strategy to help them in comprehending reading text because they lack motivation, confusing with the vocabulary, bored while they are reading and difficult to understand the meaning of the

text because they cannot build their prior knowledge. Based on the problem above, the writer wants to improve student's reading comprehension in teaching learning using listen read discuss strategy. First, the writer gave pre test but the score that students' got were bad enough then the writer gave treatment to the students used listen read discuss and after that to know the effectiveness of Listen Read Discuss to the students' reading comprehension, the writer gave a post test to the students. The questions of post test have same kind of the text and same level of difficulty with the questions in pre-test. gave post test and the result was the students in eight grade can answer question from the text easily.

The total score from 33 students in pre test was 1750 and post test 1980 that the score of post test is higher than pre-test. It means that the student's reading score is increasing.

**The Score Different of Pre-test and Post test can be seen in table**

| N = 33 Students | Pre-Test | Post-Test |
|-----------------|----------|-----------|
| Total score     | 1750     | 1980      |
| Mean            | 53,03    | 60        |

Moreover, Listen Read Discuss strategy gave significant effect to the students reading comprehension, can be seen from the differences table of level of significant from t-table and t-score below.

**The table of t-test based on signification 5% and 1%**



| DF    | T-Observed | T-table |       |
|-------|------------|---------|-------|
| (N-1) |            | 5 %     | 1 %   |
| 32    | 2,244      | 2,042   | 2,750 |

Based on the data, it shows that the t-score is greater than the t-table of degree significance 5% ( $2,244 > 2,042$ ). It means that it is very significant. So, the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted.

#### **The differences of level significant of t-table and t-score**

| t-score | t-table | $H_a$    | $H_0$    |
|---------|---------|----------|----------|
|         | 5%      |          |          |
| 2,244   | 2,042   | Accepted | Rejected |

It can be concluded that listen read discuss strategy has significant impact on the second grade students' reading comprehension of Junior High School 2 Gurah academic year 2014/2015.

According to the research finding as explained before, it can be concluded that listen read discuss strategy has significant impact on the second grade students' reading comprehension, because the score of post-test is higher than pre-test. Before the students are taught using listen read discuss strategy in pre-test, the total score is 1750 and the mean of pre-test is 53,03 after they are taught using listen read discuss strategy and doing post-test, the total score is 1980 and the mean of post-test is 60 it can be

concluded that students score is increasing after they are taught using listen read discuss strategy . Besides, in analyze t-test, t-score is higher than t-table. The score of t-test was 2,244 at the degree of freedom of 32 and t-table is 2,042 at the level of significant of 5% (0,05) and 2,750 at the level of significant 1%. It means that t-score ( $2,244 > t\text{-table}$ ) at the level significance of 5% (2,042). So, the null hypothesis ( $h_0$ ) was rejected and the alternative hypothesis ( $h_a$ ) was accepted. Based on the result of t-test, it can be concluded that listen read discuss strategy has significant impact on the second grade students' reading comprehension of SMP N 2 Gurah in academic year 2014/2015.

#### **B. Conclusion**

Based on the previous chapter , it can be concluded that reading is important not only for educational but also for business and personal reasons. But in fact, students is difficult to get reading comprehension because the students should master aspect of reading (vocabulary, have prior knowledge and their interesting in reading) and other comprehensions such as listening, speaking writing and they must be able to develop and organize the ideas well. Because of that, the best way to solve that problem is using listen read discuss. It is needed in order to students can comprehend the text easily, get main idea from the text and anthusiastic in the learning process and



more enjoyable in reading. By using listen read discuss, it will increase the students reading comprehension. Besides, by using this strategy students will get many benefits such as it helps students to comprehend material presented orally, builds students' prior knowledge before they read text and engages struggling readers in classroom discussion.

From the result of the researcher's analysis shows that there is significant impact of using listen read discuss on the second grade students of SMP N 2 Gurah. The result of t-score is 2,244 and the t-table is 2,042. So, t-score is higher than t-table. Based on the result, the researcher determines that using listen read discuss gives a better result in student's reading comprehension.

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